

Counting Money

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Overall Goal for the Lesson:

The overall goal for this lesson is to have the students be able to comprehend the 4 U.S. coins as well as their values and be able to apply that knowledge to certain examples where they will have to pick which coins add up to a certain value.

Description of classroom, grade level, and students:

This lesson planned is designed for students between the ages of 5 and 6 who are in 1st grade. This lesson is designed for a class between 20 to 25 students, but since it incorporates Smart Board and students will all need to see it to visually learn and understand the lesson I wouldn't advise having more than 25 students in the class.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

The student's objectives for this lesson would be that given some basic problems with counting change, the student will be able to correctly complete 2 out of the 5 problems given as well as be able to correctly identify the accurate value of 3 out of the four coins learned in the lesson.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).

This lesson is one that would generally be focused on for one day of class. Although you could continue on with this lesson and expand it a bit by incorporating bills I would think that for an initial introduction into counting money sticking with just coins would benefit the students by allowing them to grasp the concept of coins and their values before throwing in bills. I would expect this lesson to be anywhere from 45 minutes to an hour long depending on how well the students

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

This lesson will begin with me talking with the students about coins and why it is important to learn them since we use them everyday. After I do a brief introduction into the coins I will pull up the Kidspiration Lesson plan and have them look at what the four coins look like and go into the names of each of them individually. After they have learned the names and we have talked about them individually for a second I will place them in order from the smallest value to the largest value and go coin by coin into how much each one of them is worth. From that point I will have a couple of very basic and simple coin addition problems up on a second Kidspiration plan, which will contain 5 practice problems, and go through it with them to make sure they are understanding the value of each of the coins as well as how to add them up. After this assignment is completed, I will once again recap with the class what we have learned today like the values of the coins and how to add them up. I will then assign them their own kidspiration project where I pull up a kidspiration “Shopping Center” page and have them choose three of the objects out of the eight to buy and pick the coins they would use and then we have them turn it into me the next day.

PASS Content Standards Addressed (Copy and Paste from: <http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 4: Measurement—The student will develop and use measurement skills in a variety of situations.

1. Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.
2. Time:
 - a. Tell time on digital and analog clocks on the hour and half-hour
 - b. Develop the concepts of days, weeks, and months using a calendar
3. Money: Identify and name the value of pennies, dimes, nickels, and quarters.

PASS Instructional Technology Standards (Copy and Paste from: <http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 6: The student will demonstrate knowledge of technology problem-solving and decision-making tools.

1. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

2. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
3. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

As far as assessing how well the students are grasping this new concept I have an assignment for the students, where after we have gone through all the coins and their values, as well as some practice problems I will have them look at the "Shopping Center" I created. At the Shopping Center I will have the students choose three of the items of their choice and to choose the coins that would add up to the total of that item. They will have to correctly choose the right coins for 2 out of the 3 problems they turn in for this assignment.

Accommodations: How might the lesson need to be adapted for students with special needs?

Depending on the student and their specific needs, some of the ways this lesson can be modified is if a child has a visual impairment which strains their eyes to look at the smart board I could create a cut out of each of the coins to have in front of them where they can touch and see up close them coins and their values. Also for a hearing impaired student I could incorporate a sound file on the kidspiration lesson plan which could help them hear the coins names and values better.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

The materials that I will need for this project include a Smart Board to present my Kidspiration projects on. I will also allow the students to use calculators if they need them when they are doing their activity to check their work but I will stress that they do it themselves first before they use one. Also I will bring in examples of paper coins that are larger and have the values on the back incase there is a student in my classroom that is visually impaired.